

Transition Services should be provided by the school and the agencies identified in the Transition Plan. These agencies can include:

- Department of Rehabilitative Services (DRS);
- Department for the Blind and Vision Impaired (DBVI);
- Community Services Board (CSB); and
- Centers for Independent Living (CIL).

### **Who Ensures That Transition Services Are Provided?**

The school and the agencies identified in the IEP have the responsibility to ensure that Transition Services in the IEP are provided.

### **What If There Is a Disagreement Regarding Transition Services Between the School and the Student?**

If the student or his parents disagree with the school regarding a Transition Plan or Services, they may seek mediation or due process. Additionally, VOPA's Client Assistance Program may be available for assistance if there is a conflict with another agency that is required to provide Transition Services.

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For other disability agencies, visit Virginia's Disability Services Agencies web site at:  
**[www.vadsa.org](http://www.vadsa.org)**

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***VOPA publications are available in alternate format, upon request.***

**Transition 03-06**

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*Information about*

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## **Virginia Transition Services**



**VOPA**

**Virginia Office for  
Protection and Advocacy**

***Virginia's Protection and Advocacy System  
Serving Persons with Disabilities***

*The information in this publication is designed to provide general guidance only. For specific legal advice, you should consult an attorney.*

## **What Are Transition Services?**

Transition Services are available for students with a disability receiving special education services and are a set of activities that help prepare the student for life after high school. The following are examples of Transition Services:

- vocational training,
- integrated employment (including supported employment),
- continuing and adult education,
- adult services,
- independent living, and
- community participation.

These services are based on a student's individual needs, taking into account the student's preferences and interests. They are based on assessments and may include:

- classroom and college instruction,
- speech therapy,
- community experiences, and
- if appropriate, independent living skills and a functional vocational evaluation.

## **What Is a Transition Plan and How Is It Created?**

Transition Services need to be written into the Individualized Education Program (IEP). This part may be called the Transition Plan. The Transition Plan must include services the student needs to meet his goals and the agencies that will provide them. When developing a Transition Plan, IEP Teams must think about the student's education, work, and living needs. However, transition is much more than that.

The IEP Team should ask and answer questions about everyday life: Will the student be able to travel to and from work or school independently? Will the student travel by public transportation or does the student need driving lessons? Does the student know how to use a telephone independently? Can the student state his likes and dislikes (advocate) for himself? Can the student use a telephone to call the doctor?

In order to create an effective Transition Plan, the IEP Team takes into account the student's preferences and thoughtfully considers what the student needs to be able to know and do when he leaves school.

## **When Are Transition Services Required?**

### **Students Who Are Age 14 or Younger:**

Beginning at age 14 or younger, the student's IEP must focus on whether the student is taking the right classes to prepare for life after high school.

### **Students Who Are Age 16 or Younger:**

Beginning at age 16 or younger, the student's IEP must have a Transition Plan. This Transition Plan must include Transition Services and the agencies that will provide them.

## **When Are Transition Services Provided?**

There is no requirement that Transition Services be provided on school grounds. An issue that frequently comes up, especially for many 18-21 year-old students, is that while they are entitled to services, their peers without disabilities are no longer in school. Understandably, these students do not want to receive services in a high school setting with younger students. For some of these students, Transition Services at a community college might be appropriate. For others, a job site might be an appropriate place for carrying out their Transition Plans. For students who have multiple or severe disabilities, an appropriate Transition Plan might include a transfer to an adult day program funded by the school system.

## **How Are Transition Services Provided?**

Students must be invited to attend their IEP Team meetings if any portion of that meeting will be related to their transition needs. If a student does not attend the meeting, the school must take other steps to ensure that the student's preferences and interests are considered in the discussion.